

Indiana

Paths to Quality

Standards for Participation

Unlicensed Registered
Child Care Ministry

Unlicensed Registered Child Care Ministry Level 1

Level 1 Unlicensed Registered Child Care Ministries will be able to:

- Meet minimum health and safety standards
- Develop and implement basic health and safety policies and procedures.

Unlicensed Registered Child Care Ministries meet the standards for a level 1 rating providing the following are met:

1. The registration issued by the Family and Social Services Administration (FSSA), the Division of Family Resources (DFR) is current and in good standing.
2. The ministry meets all CCDF provider eligibility standards.
3. The ministry meets Voluntary Certification Program guidelines in all four categories. If a facility does not serve infants and toddlers, the remaining three categories must be met.
4. The director has completed a Child Development Associate credential (CDA) or early childhood degree or equivalent degree OR the director of the ministry agrees to obtain a minimum of a CDA within three years of beginning Paths to Quality and shows progression towards completion each year.
5. The director of the ministry completes Safe Sleep Training.
6. Staff members receive orientation within 30 days of being hired.

Unlicensed Registered Child Care Ministry Level 2

Level 2 Unlicensed Registered Ministries will be able to:

- Provide an environment that is welcoming, nurturing, and safe for the physical, emotional, and social well-being of all children
- Provide a variety of learning materials that reflect the age, interests, and abilities of each child
- Provide for children's language and literacy skill development
- Provide pertinent program information to families
- Promote staff development and training

Unlicensed Registered Ministries meet the standards for a Level 2 rating providing the following are met:

1. All requirements of Level 1 are met.
2. Director receives orientation and trains staff on the *Foundations to the Indiana Academic Standards for Young Children Age Birth to Five*.
3. Director is a member of a nationally recognized early childhood organization.
4. Program has a written philosophy and goals for children.
5. Director has a current CDA or equivalent certificate, OR an early childhood degree or equivalent degree.
6. 25% of teaching staff have either a CDA or equivalent certificate, OR an early childhood degree or equivalent degree, OR have completed 45 clock hours of educational training leading to an EC/CD degree or CDA credential.
7. At least 50% of teaching staff, including the Director, annually participate in a minimum of 15 clock hours of educational or in-service training focused on topics relevant to early childhood.
8. A system is in place for communicating pertinent information to families, daily and in an annual family conference.

9. An advisory board is in place to provide input and support to the director.
10. Written policies and a child care contract is established and implemented with families. The contract should be signed by the parent and should contain:
- Persons authorized to pick up a child
 - Illness policies including reasons for exclusion
 - Guidance and Discipline policy
 - Medication administration policy
 - Written emergency plan
 - Policy on parent conferences, visits and open door policy
 - Information on transportation and field trips
 - Hours of care provided
 - Late pick up policy
 - Payment and fee schedule
 - Vacation policies regarding both facility and family vacations
 - Sick leave policies for children's illnesses
 - Alternative care/substitute policies
 - Termination policy
 - Children's information including any special needs, fears, or food preferences/allergies
11. Classroom environments are welcoming, nurturing, and safe for children to have interactions and experiences that promote their physical, social and emotional well being. Indicators include:
- Each child and his/her family are warmly acknowledged upon arrival and departure.
 - Each child feels safe, accepted, and protected. This is supported by guidelines that reinforce respect for people, feelings, ideas, and materials.
 - Children are under adult supervision at all times.
 - The environment includes representation of each child and family (including all age groups, abilities, and cultures), such as books, pictures, photographs, music/songs, games, toys, dress-up clothes/materials, and foods.
 - Each child's individuality and cultural background is valued and respected by the provider.⁴

- A place for storage of personal belongings and possessions is labeled with child's name.
- Teachers communicate with and listen to children (verbal and non-verbal messages) with lots of one-on-one attention throughout the day and usually at eye-level, including time when the teacher is down on the floor with the children.
- Children's ideas, requests, and questions are acknowledged with a verbal response or physical gesture.
- Children's feelings are acknowledged with an accepting, non-critical verbal response or physical gesture.
- Teachers refrain from negative verbal or physical responses to children at all times, such as yelling, criticizing, scolding, threatening, sarcasm, name calling, yanking, pinching, squeezing, or spanking.
- Destructive or disruptive behavior is addressed with children (face-to-face rather than from a distance) by the teacher, explaining the effect of the behavior, stating the desired behavior and redirecting, or helping the child make alternate choices.
- Although limits/consequences exist, the caregiver refrains from too many restrictions in the environment and rarely uses "no", except in dangerous situations.
- Conflicts are resolved by/with children through a problem-solving approach (acknowledge feelings, listen to children share what happened, ask for ideas or solutions, and follow through).
- The teacher plays interactive games and joins in children's play, expanding upon their ideas.
- The classroom is generally characterized by varying sounds or comfortable conversation and spontaneous laughter from happy, involved children and adults.

11a. Specific Infant/Toddler Indicators Include:

- Infants are frequently held, comforted when crying, and given one-to-one attention during feeding and diapering.
- Teachers engage in many one-to-one, face-to-face interactions with infants/toddlers, including singing and playful interactions.
- Teachers acknowledge infant/toddler babblings with a verbal response, vocal imitation or physical gesture
- Teachers engage in meaningful conversations with toddlers.
- Teachers give toddlers simple words to use to express feelings. Verbal toddlers are then encouraged to use words in conflict situations.

12. Daily schedule provides ample time for child-directed choices with activities and materials that are geared to the age, interests, and abilities of each child. Indicators include:

- The daily schedule is consistent and predictable but relaxed and can be adapted for individual children as needed.
- The classroom is arranged with areas for individual, small group, and large group activities.
- Children are encouraged to choose the area in which they want to participate, and whether they want to play alone, with one friend, or with several.
- Routine tasks (such as labeling, sorting, classifying, folding clothes, counting while cleaning up or setting the table) are viewed as learning activities.
- Transitions are generally relaxed, allowing time for play and for completing activities. Idle sitting and waiting time are avoided
- Meal time is relaxed, with no scolding or nagging. Children are encouraged to sample new foods but allowed to eat the foods of their choice.
- Nap time is relaxed with alternative quiet activities available for the non-nappers. Individual napping schedules are respected for infants/toddlers.
- The teacher has a system for rotating toys and materials for variety so that unused toys are stored and later reintroduced.
- TV/VCR/DVD, if used, is primarily an educational experience. Caregiver discusses what is viewed with children, and provides an alternative activity; OR TV/VCR/DVD is not used at all.

12a. Outdoor Play Time:

- Outdoor play is included daily (weather permitting, with temperatures not below 25 or above 85 degrees). Active indoor play may be a replacement when necessary.
- Outdoor/large motor activities and plentiful play materials for a variety of skills are offered (for example, climbing, running, jumping, balancing, riding, and playing with balls).

- 12b. The classroom is arranged and utilizes plentiful materials and activities in order to provide various age and developmental appropriate interest centers that invites children's exploration. Indicators include:

■ **Reading:**

Books, soft washable seating/pillows for use while reading

■ **Writing:**

Writing tools, paper, envelopes, typewriter, letters, numbers

■ **Art:**

Drawing materials (crayons, markers, thick pencils, variety of paper, sizes and types, not coloring books or dittos/worksheets)

Painting materials

Tools (scissors, hole punch, tape), staplers for school-age children

Three-dimensional materials (play dough, clay with tools)

Collage materials (catalogs, magazines, paper scraps, fabric pieces, string, yarn, cotton balls, pipe cleaners, craft sticks)

■ **Blocks:**

Different size/types of blocks and accessories such as small people, animals, vehicles, and road signs to enhance building, sticks, stones, tape, string, craft sticks, interlocking blocks.

■ **Dramatic Play:**

Dress-up clothes (such as work boots, high heels, a variety of hats, career gear/attire/uniforms, purses, billfolds, and multicultural outfits). Other items also include large pieces of fabric/scarves, child-size play furniture, dishes, pots, pans, dolls (multicultural included), dollhouse or other play-sets, accessories for dolls, and "props" for different themes.

■ **Math/Numbers:**

Small objects to count/sort/classify, measuring tools (scales, rulers), numbers/shapes, number games, puzzles and pattern blocks.

■ **Music and Movement:**

Audio equipment, variety of tapes/CDs, music boxes, musical toys and instruments, dance props such as scarves/streamers.

■ **Nature and Science:**

Collections of natural items (shells, rocks, flowers, bugs), living plants, pets to care for, science games, toys, magnets, magnifying glasses, cooking opportunities.

■ **Sensory Play:**

Water, play dough, sand or similar material (such as corn meal, rice, beans, oatmeal), along with kitchen utensils, measuring containers,

shovel, trough, buckets, small cars and trucks, and water-play accessories for pouring, measuring, squeezing, and basting.

■ **Small Motor/Manipulative:**

Blocks, puzzles, crayons, pencils, scissors, interlocking blocks and other small building toys, pegboard and pegs, games, counting materials, sorting or classifying materials and containers.

12c. Specific Infant/Toddler indicators include:

- Open spaces for exploring and protected play.
- Infants and toddlers are provided a variety of outdoor play experiences.
- Soft, washable elements, such as cuddle toys, soft furniture or cushions.
- Enough materials to avoid problems with children making the same toy choice and waiting.
- Materials are organized consistently on low, open shelves for independent use by children.
- Materials are sturdy and in good condition.
- A variety of open-ended, washable toys, such as rattles, teethingers/rings, balls, pop beads, nesting toys, containers, cuddle toys, push/pull toys are available.
- Low, stable furniture is available for children to pull themselves up.
- Furniture adapted for toddlers is available.
- Toddler activities include building, pretending, dabbling in art, enjoying stories and books, playing with toys, exploring sensory materials, having fun with music and movement.

13. Children are read to daily and encouraged to explore books and other print materials. Indicators include:

- Teachers read/ look at books with children daily.
- Books are available and accessible daily for children to look at and enjoy on their own.
- Teachers use books or read with children during quiet, individual lap time.
- Children are invited to tell stories or “read” a picture book.
- Children are encouraged to explore print and writing as they scribble, invent spellings, write their names or other words, and make books.
- Teachers write words dictated by children as they tell a story or describe their pictures.
- A variety of writing materials (markers, child-sized pencils, chalk and board), materials to use with writing (paper, envelopes, stamps,

tape, paper punch,, stickers, magazines, calendars) and toys (telephones, puppets, tape recorder, alphabet letters, flannel board) are available.

- Teachers engage in many one-to-one, face-to-face interactions, including singing and playful interactions.
- Preschoolers are provided language materials daily, in addition to books, such as puppets, flannel boards, recorded stories, and picture card games.
- Books for preschoolers include a variety of imaginative, rhyming, and informational books.
- Books for school-age children include a variety of reading levels and topics, such as adventures, mysteries, and informational books and magazines.

13a. Specific Infant/Toddler Indicators include:

- Durable books with short stories about common daily activities are available.
- Sturdy, simple books and pictures of real objects are accessible to toddlers each day to look at on their own.
- Each infant/toddler is given opportunity daily for at least one language activity using books, pictures or puppets.
- Toddlers are encouraged to scribble with crayons.
- Teachers respond to sounds/speech, including by imitating infants' vocalization and engaging toddlers in conversation.
- Teachers talk about objects and events that infants and toddlers experience.
- Teachers use books or read with children during quiet, individual lap time.

Unlicensed Registered Child Care Ministry Level 3

Level 3 Unlicensed Registered Ministry Providers will be able to:

- Implement a planned curriculum that addresses the stages of child development
- Demonstrate professional growth of Director and staff
- Facilitate family and staff input into the program
- Establish a strategic plan
- May be working towards accreditation

Unlicensed Registered Ministries meet the standards for a Level 3 rating provided that the following are met:

1. All requirements for Level 1 and 2 are met.
2. Program has been in operation for a minimum of one year.
3. At a minimum, the Lead Teacher receives paid planning time.
4. 50% of teaching staff have either a CDA or equivalent certificate, OR an early childhood degree or equivalent degree, OR have completed 60 hours of educational training leading to an early childhood/child development degree or CDA credential.
5. At least 50% of teaching staff, including the Director, annually participate in a minimum of 20 clock hours of educational or in-service training focusing on topics relevant to early childhood.
6. Program evaluation is completed annually by families and staff.
7. A strategic plan is completed and includes annual evaluation/ goal setting and long range planning/goal setting.
8. A written curriculum plan reflects program philosophy and goals and is based on child development/appropriate practice.

9. The program demonstrates a planned curriculum that provides for the various ages, ability levels, and developmental stages of the children. This curriculum plan meets the following requirements:

- A written curriculum plan provides a framework for children's physical, cognitive, language, literacy, and social-emotional development. It includes goals for children that are consistent with Indiana Foundations for Young Children.
- The written curriculum may be developed by individual programs providing it addresses the above mentioned topics, or a nationally recognized, developmentally appropriate curriculum.
- Staff members are oriented to the curriculum. Lead teachers plan with assistants so that curriculum can be implemented effectively to provide support for children in their active learning experiences.
- Families are made aware of the curriculum of the program through parent handbooks, newsletters, orientation, and/or family meetings.
- The curriculum and goals for children are reflected in everyday practice, including through daily, weekly, or monthly written lesson plans.
- Assessment is appropriate to the curriculum and focuses on children's strengths. It may include portfolios, conversations, anecdotal notes, and developmental notes.

10. Children's physical, cognitive, language, literacy, math, and creative development is supported. Indicators include:

- Many opportunities for conversation (all ages), including sharing information, pointing out logical relationships, and encouraging children's ability to reason, reading, and writing, (for toddler age and up) are provided throughout the day.
- Every day children have many experiences and materials to encourage imagination and creativity.
- Children's thinking is stimulated through experimentation, exploration, and access to interesting materials and adult support.
- Displays of children's art are available at eye level and show that most art work is exploratory and unique to each child.
- Teachers encourage language and literacy development through interactions, books, songs, finger plays, puppet play, and writing/drawing opportunities.
- Math experiences are a part of everyday activities and routines (use of numbers during meals, setting a table, during transition times, using a timer to take turns, counting who is absent, etc.).

- Music experiences include singing, creative movement, a variety of types of music, and a variety of types of rhythmic instruments.
- Science exploration is part of daily activities (for example, collections of natural objects, living things to care for, cooking, and simple experiments).
- The daily schedule provides a balance of activities including: quiet/active, individual/small group/large group, child initiated/adult initiated. Infants and toddlers are not expected to function as a large group.
- Large group activities are not excessive for any part of the daily routine.
- Children, especially infants/toddlers are offered a variety of sensory experiences.

11. Children are actively engaged throughout the day in making choices of activities and materials. Indicators include:

- Children should be given several free choice periods daily. Children's choice (individual or small group play) occurs for at least one third of the time and includes indoor and outdoor play.
- The teacher supports children's development through child observations and gathering information that is used to guide lesson planning.
- The teacher supports children's play by providing additional materials and experiences that expand on children's interests and skills.
- The teacher extends learning for children by talking about what they are doing and asking questions that require more than a "yes" or "no" response, such as "What would happen if...?", "Can you tell me about...?", "How could we get that to work?".
- The teacher finds ways to help children learn skills when they show an interest (zipping, tying, writing name).
- The teacher takes advantage of the many natural learning experiences associated with daily life and makes those "teachable moments" opportunities for learning.

12. The learning environment is developmentally and culturally appropriate and meets any special needs of the children. Indicators include:

- Children feel a sense of belonging in the classroom, by having a labeled space for their personal items, and a personal sleeping area.

- Children are taught to be considerate of each other's work and possessions.
- Children are taught to understand and respect others. The teacher answers children's questions about differences in a respectful and factual way.
- All children and their families have equal opportunities to participate in classroom and program activities.
- Space is arranged to provide children of different ages and abilities access to materials and an opportunity to engage in play and projects without limitation or interference from one another.
- A plan is in place for effectively working with children with special needs, including behavioral needs and adaptation of materials and space.
- The teacher includes children in age-appropriate self-help activities, such as dressing, picking up toys, washing hands, folding clothes, serving food, and setting or cleaning up meals.

Unlicensed Registered Child Care Ministry Level 4

Level 4 Unlicensed Registered Ministry Providers will be able to:

- Meet the highest standards for high quality early care and education
- Director agrees to assist other programs in quality improvement through volunteer mentoring

Unlicensed Registered Ministry providers meet the standards for a Level 4 rating provided that the following are met:

- 1. Program meets all the requirements for Levels 1, 2, and 3.**
- 2. Accreditation by a nationally recognized accrediting body, approved by the State, has been achieved and maintained.**
- 3. Director volunteers to informally mentor a program at a Level 1, 2, or 3.**

Voluntary
Certification Program (VCP)
Standards

For

Unlicensed Registered
Child Care Ministry

CHECKLIST FOR FOOD / NUTRITION CERTIFICATION (All cites begin with 470 IAC unless otherwise noted)				
#	YES	N/A	NO	GUIDELINES (In order for a Ministry to qualify for Food/Nutrition Certification the facility must cook or vend meals.)
1				A copy of ISDH 410 IAC 7-24 rule book is in the kitchen and is followed. [410 IAC 7-24-107(d)]
2				Meets 410 IAC 7-24 requirements and standards. (410 IAC 7-24)
3				Posted instructions for proper manual dishwashing in the kitchen if dishes are washed and sanitized manually. [3-4.7-117(d)]
4				A cleaning schedule is posted in the kitchen and used. [(3-4.7-116(r)]
5				Illumination of 70 foot-candles in kitchen and food prep areas. (410 IAC 7-24)
6				Acceptable written and posted weekly menus in kitchen. [(3-4.7-76a(2)]
7				Milk is offered at all meals. Whole milk provided to all children under the age of two unless a physician orders a specific substitution. [3-4.778(d)]
8				Liquid refreshments shall meet the following guidelines: 1. All fruit juice shall be one hundred percent pure fruit juice with no sugar added. 2. All non-citrus juice shall be fortified with vitamin C. 3. The facility shall not serve or have accessible to children ades, soft drinks or powders. 4. A competing beverage is not being served with milk at lunch or dinner. [3-4.7-78 (e) (1), (2), (3), (4)]
9				For children one year old or older, meals and snacks are served every 2-3 hours. [3-4.7- 77(a)]
10				At least 1½ ounces of high protein food (such as meat, poultry, cheese, eggs or dried beans) are served at lunch and dinner. [3-4.7-78(f)(1)]
11				A good source of Vitamin A is served at least two (2) times a week. [3-4.7-78(a)]
12				Nutritious snacks (such as whole grain breads, muffins, cheese or peanut butter crackers or banana bread) are served daily. Include two (2) different food groups (i.e. fruit and dairy, bread and protein, etc). [3-4.7-77(a)]
13				Two (2) vegetables/salads, fruits are served with lunch/dinner meals. [3-4.7-77(a)]
14				Food is not used as a reward or punishment. [3-4.7-78(a)]
15				Seconds of at least two (2) items at each meal are provided and available. [3-4.7-79(b)]
16				If casseroles are served as the protein component, standardized recipes (including the pounds and ounces of protein, the number of servings, and the portion size) must be available and utilized. [(3-4.7-78(a)]
17				Staff assists, supervise, converse and sit with the children during all meals and snacks in age relative groups, small enough in number to assure assistance and safety. [3-4.7-79(i)]
18				Children are allowed to converse freely during meal times and snacks. [3-4.7-79(j)]
19				Food allergies and special diets are posted in the kitchen and/or in the area where the child's food is prepared. [3-4.7-82(a)]
20				BCC approved food service training for person responsible for food service operation. (410 IAC 7-24)
<div> <div>Total <u>YES</u></div> <div>Total <u>NO</u></div> </div>				Certificate earned? <input type="checkbox"/> YES <input type="checkbox"/> NO

Date of survey (month, day, year)	Signature of Surveyor
Name of ministry	Acknowledged by (signature and title)
Identification number	County

CHECKLIST FOR INFANT / TODDLER CERTIFICATION (All cites begin with 470 IAC unless otherwise noted)				
#	YES	N/A	NO	GUIDELINES
1				Infants and toddlers are kept under direct supervision at all times including while napping. [3-4.7-48(e)]
2				Infants and toddlers are kept in separate rooms unless room is approved for alternative mixed age groups, with age appropriate equipment, limited to infant-36 months (no throughways). [3-4.7-143(c) and 3-4.7-52]
3				Infants have at least one sink for hand-washing in the room. [3-4.7-143(e)]
4				Toddler rooms have toilet rooms opening directly in/attached to each room and include a lavatory in the room. [3-4.7-113(g)]
5				Each room has changing table or changed in own crib. [3-4.7-94(e1) and (e2)]
6				All surfaces except carpet in Infant / Toddler rooms are sanitizable. [3-4.7-131(d)]
7				Infants are out of cribs while awake. [3-4.7-126(4)]
8				Diaper bags are inaccessible to children. [3-4.7-94(a)]
9				Diapering and food area separate in each room. [3-4.7-94(k)]
10				At least one (1) rocking chair is available to each caregiver in infant rooms and at least one (1) rocking chair is available in toddler rooms. [3-4.7-129(22)]
11				Sheets changed daily / extra supply of bedding available. [3-4.7-129(o) and (r)]
12				Cribs / cots are spaced three (3) feet apart. [3-4.7-141(l) and (t)]
13				Cribs / mattress sizes correct / good shape of repair. [3-4.7-141(f)(g)(h)]
14				Daily needs records are kept and posted. [3-4.7-122(a)]
15				Parents provide a feeding plan for Infants and kept current. [3-4.7-134(b)]
16				Staff practices safe sleep procedures as approved by Bureau of Child Care.
17				A written safe sleep policy is signed by parents.
18				Infants' bottles are not "propped". [3-4.7-134(j)]
19				Infants are held when fed. [3-4.7-134(j)]
20				Toddler sized chairs and tables are used for eating. [3-4.7-140(e)]
21				Harnesses are used on highchairs. [3-4.7-140(f)]
22				Toddler foods are appropriate for age. (No choking hazards.) [3-4.7-139(e)]
23				Age appropriate dishes and utensils for infants and toddlers are used. [3-4.7-140(k)]
24				Infants and toddlers are fed in their own rooms. [3-4.7-132(h) and 140d]
25				Child staff ratios are 4:1 for infants and 5:1 for toddlers. [3-4.7-47]
26				No person under the age 21 shall at any time be alone with children under two years of age. [3-4.7-121(e)]
27				All infant/toddler staff have approved age appropriate first aid and CPR. [3-4.7-34(2) and 33(1)]
28				Use of a television is prohibited. [3-4.7-132d and 133c]
29				No microwaves are used to heat infant bottles. [3-4.7-134(h)]
<div> <div>Total <u>YES</u></div> <div>Total <u>NO</u></div> </div>				Certificate earned? <div> <input type="checkbox"/> YES <input type="checkbox"/> NO </div>

Date of survey (month, day, year)	Signature of Surveyor
Name of ministry	Acknowledged by (signature and title)
Identification number	County

CHECKLIST FOR SAFETY CERTIFICATION (All cites begin with 470 IAC unless otherwise noted)				
#	YES	N/A	NO	GUIDELINES
1				Child / staff ratios are maintained at all times as follows: [3-4.7-47] (a) 4:1 infants (e) 10:1 three years old (b) 5:1 toddlers (f) 12:1 four years old (c) 5:1 two-year-olds in diapers (g) 15:1 five years old and older (d) 7:1 toilet trained two's with three-year-olds
2				Children are under direct supervision at all times; during nap time child/staff ratios may be reduced to 50% of staff as long as child/staff ratio is maintained on the premises (does not apply to infants). [3-4.7-1(24)]
3				All child care providers are at least 18 years old and have a high school diploma or equivalent. [3-4.7-1(24)-(1)]
4				At least one staff member is trained in age appropriate CPR and is on the premises and available at all times. (IC 12-17.2-4-2)
5				All staff are currently trained in First Aid within six (6) months of employment. [3-4.7-33(2)]
6				The director and all staff annually receive at least twelve (12) clock hours of educational or in-service training in topics relevant to early childhood. [3-4.7-35]
7				At least 35 square feet of usable indoor space is provided for each child. [3-4.7-110(a)]
8				Land-line telephone is available and working. [3-4.7-119(c)]
9				A written emergency plan is established and implemented. The plan is shared with parents at the time of enrollment and/or any time the provider initiates a change in any aspect of the plan. The purpose of the written emergency plan is to make all emergency policies and procedures clear to parents. The plan is to be signed by the parent(s) to indicate their understanding and acceptance of the policies and procedures. The written plan will include: (a) The procedure for notifying parents in the event of the illness of a staff member(s) that may be contagious to others, or any emergency that prevents children from being cared for in the facility; (b) Any back-up plan for care that the facility will arrange in the event of an emergency; (c) The need for the parent to have a back-up plan for care in place in the event of their child's illness or the facility's inability to care for children; (d) Exclusion policies pertaining to a child's health; (e) Alternative contacts and medical care authorization available in case parents cannot be reached in the event of an emergency; (f) A list, provided by the parent(s), of people authorized to pick up a child; (g) A plan for fire evacuation or any other type of evacuation; (h) A plan for safe shelter during a tornado warning or any other threatening weather emergency
10				Telephone numbers for fire, ambulance, hospital and poison control are available at each telephone. [3-4.7-119(c)(1-8)]
11				Emergency first aid procedures and disaster procedures are readily available and visible to all child care staff. [3-4.7-119(b)(9)]
12				Emergency phone numbers for all children are available. [3-4.7-42]
13				First aid supplies and manual are available. [3-4.7-91(c)(d)]
14				Medication not requiring refrigeration is stored in a locked cabinet or drawer outside of the kitchen. [3-4.7-88(i)]
15				Unused and / or outdated medications are discarded. [3-4.7-88(h)(k)(1)]
16				The janitor's closet containing chemicals, poisons, and items which state "HARMFUL" or "FATAL IF SWALLOWED" is kept LOCKED. [3-4.7-100(a)]
17				Hazardous items (such as bleach solution, other cleaning supplies, and teachers' purses) are inaccessible to children. [3-4.7-100(e)]
18				Floors are smooth, carpet firmly secured. [3-4.7-99]
19				Protective plugs are provided on all electrical outlets. Extension cords are not used. [3-4.7-101(a)(b)]
20				An approved hot water control valve is provided for all hand-washing lavatories. [3-4.7-114(d)]
21				A hand-washing lavatory is located within the same room or area as is the changing table or at least a minimum of 10 feet from the diapering table. [3-4.7-94(h)]
22				Hallways and corridors have 20 foot-candles of lights. [3-4.7-106(b)(5)]
23				Playground(s) is safely enclosed or protected. [3-4.7-68(b)]
24				Indiana state wide criminal history checks on all child care providers, with no felony convictions and/or misdemeanor convictions related to the health and safety of a child. [3-4.7-8(c)]
25				Drug screen (5 or 8 panel) on all child care providers with negative results; reviewed by a Medical Review Officer. [3-18-15]
26				Indiana state sex/violent offender central registry check on all child care providers, with negative result. [3-4.7-8(a)]
27				Meets the requirements of FPBSC. ("Opt-out" letters not used.) [3-4.7-2(b)]
28				Occupancy capacities, as recommended by the Division are not exceeded. [3-4.7-2(h)]
<div style="display: flex; justify-content: space-between;"> <div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> </div> <div> <p>Total YES</p> <p>Total NO</p> </div> </div>				<p>Certificate earned?</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input type="checkbox"/> YES <input type="checkbox"/> NO </div>

Date of survey (month, day, year)	Signature of Surveyor
Name of ministry	Acknowledged by (signature and title)
Identification number	County

CHECKLIST FOR HEALTH CERTIFICATION (All cites begin with 470 IAC unless otherwise noted)				
#	YES	N/A	NO	GUIDELINES
1				All staff members have physical examination within one (1) month of employment or six (6) months prior to employment. [3-4.7-85(1)]
2				All staff are verified to be free of tuberculosis and other communicable disease within 30 days of employment and have biennial testing for tuberculosis. [3-4.7-85(1),(2),(3),(4)]
3				Each child has physical exam within 30 days of admission or six months prior to admission. [3-4.7-86(a)]
4				Cots are spaced two (2) feet or more apart. (3-4.7-53)
5				Hot water (100-120 degrees F) is provided to all hand washing sinks. (3-4.7-53)
6				Records are maintained on all children's injuries. [(3-4.7-114(c),(d)]
7				Written policy to notify parents in the event of a child's illness or an emergency [3-4.7-39(c)]
8				Emergency medical authorization in event parent can not be reached. [3-4.7-37(1)]
9				Medicine not requiring refrigeration is stored in a locked cabinet or locked drawer outside of the kitchen. [3-4.7-88(i)]
10				All medications have a physician's written order. [3-4.7-86(c)]
11				All medications are appropriately recorded immediately after being administered to child(ren). [3-4.7-40(a)]
12				One toilet and one lavatory is provided and maintained for each 15 children age 2-12 years old. [3-4.7-113(a)]
13				Diapering table is inaccessible to children and not used for any purpose except diapering. [3-4.7-94(f),(j)]
14				Diaper changing procedures posted by each diapering area. [3-4.7-94(r) and 3-4.7-19(b)(2)]
15				Cloth diapers and bedding used by facility is laundered in 160 degrees F or approved sanitizing solution. [3-4.7-141(p)]
16				A fresh, clean, waterproof paper is used on top of the diaper changing pad for each diaper changed. [3-4.7-94(n)]
17				Fifty (50) foot-candles of illumination are provided above classroom tables. [3-4.7-106(b)(3)]
18				Thirty (30) foot-candles of illumination are provided in bathrooms. [3-4.7-106(b)(4)]
19				Five (5) foot-candles in children rest and nap areas. [3-4.7-106(b)(6)]
20				Classroom temperature is maintained at sixty-eight (68) degrees F or more within two (2) feet of floor/ventilation adequate. [3-4.7-106(e)]
21				Swimming/wading pool meets and is maintained in accordance with ISDH rule under 410 IAC 6-2, and has current state/local health department permits. [3-4.7-70(d)(i)]
22				Children have age appropriate immunizations as recommended by ISDH immunization schedule. [3-4.7-38(2), 3-4.7-86(d)]
		Total <u>YES</u>		Certificate earned? <input type="checkbox"/> YES <input type="checkbox"/> NO
		Total <u>NO</u>		

Date of survey (month, day, year)	Signature of Surveyor
Name of ministry	Acknowledged by (signature and title)
Identification number	County

Child Care Development Fund Provider Eligibility Standards Checklist



CHILD CARE DEVELOPMENT FUND (CCDF) PROVIDER ELIGIBILITY STANDARDS (PES) CHECKLIST

State Form 51363 (R3 / 9-07) / BCC 0091

Provider	Inspector or Consultant
Identification number	Date (month, day, year)
Address (number and street)	Time From: To:
City	Telephone number ()
County	

During the inspection of this LLEP home, _____ children present & _____ were related to the provider.

REQUIREMENT:

YES	NO
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IC 12-17.2-3.5-5

1. A **Residential Building** shall have working smoke detectors on each level, top of each stairway and adjacent to each sleeping area (as required by SFM) **OR**
A **Non-residential Building** shall have fire alarm and suppression systems as required by applicable rule of the Fire Prevention and Building Safety Commission.
Building Type: _____

IC 12-17.2-3.5-10(b)(3)

2. Two and a half pound or greater ABC multiple purpose fire extinguisher on each floor and in the kitchen with valid expiration date.

IC 12-17.2-3.5-10(a) (Applies to providers enrolled in CCDF program after June 30, 2002)

3. A facility where a provider operates a child care program must have two exits that:
- Are on different sides of the building.
 - Do not go through a garage or storage area where hazardous materials are stored.
 - Are not blocked.
 - Are not windows.
 - Are operable from the inside in a one step process (no key or special knowledge required).

IC 12-17.2-3.5-10(b)(1) and (2)

4. Each child care provider shall have monthly documented fire drills including date/time/weather conditions/name of person conducting drill/full evacuation time and maintained for previous 12 months.
Date of last drill _____

IC 12-17.2-3.5-6

5. Each child care provider, household member, employee, volunteer caregiver shall have an intradermal tuberculosis test and result prior to giving care.
- Each child care provider, household member, employee and caregiver who has a history of a positive TB test or disease shall have an annual health assessment by a physician to reflect symptom screening for TB.

IC 12-17.2-3.5-7

6. A child care provider shall have written plans for notifying parents of the following:
- Illness, serious injury, or death of provider.
 - Care in an emergency.
 - Emergency evacuation (fire, tornado); this shall be posted in the facility where the provider operates the child care program.

IC 12-17.2-3.5-8

7. At least one adult shall have **annual** certification in CPR applicable to all age groups cared for and is present at all times when a child is in care. **and**
Each child care provider, employee, or volunteer caregiver shall have **current certification** in First Aid.

IC 12-17.2-3.5-5

8. The child care facility shall have hot and cold running water from an approved source in the area of the facility where the provider operates a child care program.
Water source: _____ Public _____ Private _____ valid water test date _____
Meets IDEM standards as required. IDEM water system number _____

IC 12-17.2-3.5-9

9. Each child care provider shall have a working telephone in each facility accessible to any staff member.
Record of phone service on site.

IC 12-17.2-3.5-11

10. Each child care provider shall have the following items inaccessible to children:
- Firearms and ammunition *Location:* _____
 - Poisons, chemicals, bleach and cleaning materials *Location:* _____

REQUIREMENT:	YES	NO
IC 12-17.2-3.5-4 11. Each child care provider, employee, household member, volunteer caregiver has provided evidence that they have not been named in the State Central Registry IC 17-6(7).		
IC 12-17.2-3.5-12 12. Each child care provider, household member, employee or volunteer caregiver has statewide limited criminal history check or Each child care provider has local criminal check with documentation that statewide check is applied for. (<i>Valid for 45 days</i>) <ul style="list-style-type: none"> No child care provider has been convicted of a felony. No child care provider has been convicted of a misdemeanor related to health and safety of a minor. Each child care provider maintains written policy requiring that persons whose criminal check is maintained must report any criminal convictions to the provider. 		
IC 12-17.2-3.5-12.1 13. Each child care provider, household member, employee, volunteer caregiver shall have documentation of a drug test and result does not show presence of illegal controlled substance(s). (<i>Standard 5 or 8 panel urine test</i>) and a child care provider shall have: <ul style="list-style-type: none"> Written policy requiring random drug testing of caregivers and Required testing if individual is suspected of noncompliance and Policy for suspension, rehabilitation and reinstatement of persons tested above. 		
IC 12-17.2-3.5-11.1 14. Each child has age appropriate immunizations including Varicella and Pneumococcal vaccines. Documentation includes: <ul style="list-style-type: none"> Names of all children (<i>including provider's</i>) receiving care at the facility. Immunization records for each child (<i>includes month, day and year given for each immunization and child's birth date</i>). The child's physician documents child is in process of receiving immunizations or A medical exempt statement from a physician or A religious belief exemption statement from the parent. 		
IC 12-17.2-3.5-12.1 15. A child care provider shall have a written policy prohibiting: <ul style="list-style-type: none"> use of tobacco, unintended use of toxic substances, use (<i>homes</i>) of alcohol; use or possession (<i>centers & ministries</i>) of alcohol; and use or possession of illegal substances in the facility where child care is operated when child care is being provided. 		
IC 12-17.2-3.5-5.5(a) 16. All children in care are continually (<i>sight or sound</i>) supervised by a caregiver.		
IC 12-17.2-3.5-5.5(b) 17. A provider who operates a child care program in the provider's home shall complete a training course in safe sleep practices, approved by the Division.		

I understand that the information contained in this document is necessary for participation in the Child Care Development Fund (CCDF) program. I understand that the Indiana Family and Social Services Administration (IFSSA) and/or PES inspector may verify any information contained in this document and any misrepresentation may subject me to removal/exclusion from the program and/or prosecution under applicable laws. I have reviewed the information contained in this document and agree by my signature that the information is accurate and complete to the best of my knowledge and belief. I understand that any changes in the information contained in this document must be promptly reported to IFSSA or PES inspector. Failure to report any changes may result in my removal/exclusion from the CCDF program.

*I understand that I must correct the problems identified above, in order to begin or continue to receive funds from the Child Care Development Fund Program. I understand that I must contact the inspector/consultant listed below to submit required documentation and arrange for a subsequent visit, if necessary, to complete compliance with minimum standards. I understand that if I am currently receiving CCDF funds, I must demonstrate my compliance by the date indicated (**maximum of 21 days**) or I will be decertified as a CCDF provider.*

Signature of inspector/consultant	Date (month, day, year)	Signature of Provider	Date (month, day, year)
MEETS ALL STANDARDS:	<input type="checkbox"/> YES <input type="checkbox"/> NO	Approved by:	Date (month, day, year)